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ABSTRACT

This book lets readers see how children and youth learn words in the oral and written languages--and how teachers can best assist learners in the understanding, reading, and writing of words for successful literacy development. In the book teachers learn the differing rationales for using sound/symbol or phonics approaches in word learning, for using whole word recognition techniques in making meaning associations for words known in the oral language, and for learning the meanings and how to use word parts or morphemes to understand and form new words. The book also explains how the language of talk and of children's authors can act as the vehicles for the words children learn to read and understand. It contains: complete convergence on the topics of word recognition and vocabulary development for differing ability levels of students; explanations of various rationales and procedures for building the reading and understanding of words; and detailed strategy implementation steps, complete with case studies and illustrations of children's work. Chapters in the book are: (1) Exploring the World of Words; (2) Systems Influencing the Teaching of Written Words; (3) Pathways to Word Identification; (4) How the Written Language System Works; (5) The Natural Way to Word Reading; and (6) Building a Meaning Vocabulary. Includes extensive figures and tables. Appendixes contain: answer keys; instructions for making retold books; a concept-level relation taxonomy; concept-level relation activities; lists of word parts; word building activities; and children's literature resources. Contains approximately 150 references. (NKA)

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